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1727), a dramatic poet, who, in order to reproduce better the French Alexandrine, composed his lines of fourteen syllables, divided into seven syllable hemistichs, the rimes arranged in couplets.

The text is reproduced with great care, the editors having even taken pains to list on page 129 the errors in the original Treves edition which they have corrected. We have noticed only one misprint (p. 72, l. 23: *render meli* for *rendermeli*). The notes are the work of unusually competent and painstaking scholars. They are abundant, as they should be in an Italian text of this kind that will in many cases be read after a relatively brief preparation. The fine distinctions of meaning in the dialogue are well brought out, and departures from Tuscan usage are recorded.

One of the most valuable features of the edition is the vocabulary, which has been prepared with great care. The values of the letters *e*, *o*, *s* and *z*, so puzzling to students of Italian, are clearly indicated, the syllabic stress is always shown, and in listing the verbs the stem-stressed forms are given in parentheses after the infinitives, with the value of the *e*'s and *o*'s; for example: (*mormorare mormoro*), (*prosperare prospero*), (*strepitare strepito*). Even the proper names occurring in the play are listed with their pronunciation.

For the literary merit, intense interest and wholesome tone of the text, and also for the scholarly accuracy of the editing, this new edition of *Tristi Amori* can be recommended without reserve.

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I

FIRST SPANISH BOOK. LAWRENCE A. WILKINS. XV+259 pages. Henry Holt & Co. 1919.

This is a practical, useful book, based on experience and marked throughout by strong common-sense. The eight-page preface, which is well worth reading contains a good statement of the nature and purpose of the book and gives useful suggestions as to its use. The short chapter on pronunciation, refreshingly free from technical terms and scientific discussions, is so clear and simple as to be readily understood by the pupil.

The body of the work is divided into thirty-eight lessons, each of which contains text, grammar, questions and exercises. The text is either especially constructed or else adapted from Spanish originals. In general the work has been very well done. In fact the only criticism that can be made,—and this applies only to the first few lessons, is that the material is not particularly interesting. To make such a criticism is easy—only those who have

tried know how hard it is to prepare material which shall be easy enough for beginners, bring out the important points that each lesson must develop, and at the same time have the text interesting. Mr. Wilkins's plan is pedagogically sound and skilfully worked out and the element of interest, in using this book or any other is primarily dependent upon the teacher.

The grammar lessons are based on good examples, are short and to the point. In his desire to be clear and concise, the author has once or twice made his statement too sweeping, for example, on pages 43 and 44 when he explains the formation of the feminine adjective. He indicates a better way to go at the matter, in his prefatory note to the vocabulary on page 218. We note with pleasure the exclusion of the dependent subjunctive from text, grammar and exercises, the emphasis upon the polite forms of the imperative, the emphasis upon *usted* and *ustedes* and the sparing use of *tú*; also the very practical plan followed in giving the paradigms of verbs; i.e. always combining some short phrase with each verb form so as to give further practice in pronunciation, to teach word groups of frequent occurrence, and to make the sentence rather than the isolated verb form, the chief point in the drill.

The exercises are abundant and sufficiently varied. One may object that "themes" are introduced rather too early. One may of course take them or leave them but most teachers are inclined to follow the book pretty closely and there is danger in encouraging the free play of the pupil's imagination so soon. If pupils would stick to what is in the book, the theme would be a simple exercise in copying and re-grouping, but as a rule they do not.

Mr. Wilkins shows his common sense in the directions preceding the exercises. Simple directions are given in Spanish. The longer directions which in Spanish would call for difficult expressions or terms little used elsewhere are given in English. The wording of the directions might be improved in a few instances, e.g., those on page 55.

At the close of the body of the book, there is a set of English sentences for translation into Spanish. Their separation from the other exercises is highly commendable. Mr. Wilkins' book is intended primarily for young pupils—those in the intermediate school or the first year of high school. In general such pupils do not need practice in the formal translation of English into Spanish. This section is followed by a good chapter on verbs to which constant reference is made in the vocabulary.

The vocabulary is complete and well done. There is no parading of grammatical detail. Irregular or peculiar forms are listed with great fulness. Details as to irregular verbs are to be sought in the verb appendix. A number placed after the verb in the

vocabulary indicates the section. There is no reference however to the verb *fullir*, which is given in §41 of the appendix.

The reviewer may be pardoned for remarking that the plan of placing the definite article before the noun seems to him a more practical method of indicating gender, than to place *m.* or *f.* respectively after the vocabulary term. To be sure the page appears somewhat disfigured, but the indication of the gender is all the more conspicuous.

The book is amply illustrated. The pictures are well adapted to serve as a basis for oral work in the class.

Misprints are very few and unimportant, attention may be called to *tomabáis* on page 81.

It is reasonable to object to the statements in regard to the Philippines on pages 63 and 126, on the ground that they are misleading. Of course Spanish is spoken in the Philippines, just as English is spoken in British India or French in Madagascar: It is or rather was an official language. It is a language spoken by the wealthy, cultured, influential class in their official or social relations with the Spaniards. It is not now and never has been the language of the people. Fifteen or twenty years ago not over ten per cent of the people could speak Spanish even brokenly, a much smaller percentage could read or write it. Outside of the larger cities or provincial capitals it was used only to a very limited extent. It can hardly be true that the use of Spanish has increased seven fold or eight fold since American occupation.

But this is a small matter, perhaps not worth discussion. It remains only to say that Mr. Wilkins has made a book well adapted to its purpose,—use with young pupils in the intermediate school or the first year of high school. He is to be congratulated for having made a very real and very valuable contribution to the teaching of Spanish in this country.

II

SECOND SPANISH BOOK. LAWRENCE A. WILKINS. XIV+446 pages. Henry Holt & Co. 1920.

This second volume in Mr. Wilkins' Spanish series is intended for use in the second year of high school. The distinctive features of the book, the plan of the lessons, etc., are the same as those noted in the review of the First Book and need not be stated here in detail.

At the outset we note the omission of any treatment of pronunciation.

Most pupils, even in the second year of high school, need occasionally to consult the rules for pronunciation, accentuation and syllabication. On the other hand we have here, what we did

not find in the first book, a good table of colloquial Spanish, and one of numerals and time-expressions.

As in the First Book, the reading selections are either constructed or adapted for the purpose in mind. They are interesting in themselves, at no point unduly difficult, and "provide essential *realia* of Spain and Spanish-speaking America." Each lesson contains a selection in verse.

In the grammar sections Mr. Wilkins has given us the best treatment of the dependent subjunctive for young pupils that I have ever seen—clear, straightforward, not too detailed. In the exercises, which are more numerous and varied than those in the first book, but equally practical, all the directions are stated in Spanish,—but in a Spanish free from technical or otherwise useless words. No questionnaires are given. Connected passages for translation into Spanish accompany each lesson.

A compendium of grammar is given in pages 307–320. Brevity is gained by references to the "First Book." One cannot but feel however that the compendium would have been more useful if it had been more independent and more nearly complete.

The appendix of verbs is repeated with slight changes from the First Book. The vocabulary is complete. The important words are treated in great detail. See, e.g., *dar*, *estar*, *hacer*, *ir*, *poner*, *tener*. An elaborate list of proper names completes the book.

As usual there are a few points which might call for discussion. As they are matters that have been repeatedly discussed in previous reviews in these columns the reviewer refrains from mentioning them again. The pedagogical wisdom of such an exercise as No. 1 under "Trabajo Individual," page 45, may however well be questioned.

The proof reading in this book has been unusually careful. Attention may be called to the omission of a comma between *estudias* and *canibias* on page 152.

The book is adequately equipped with illustrations and maps.

At first sight the "Second Spanish Book" looks rather large. On reading it, one finds it hard to point out anything that should be omitted. It is a good book, better than the "First Book," conspicuous for its evidences of common sense and good pedagogy. It fully merits and will have wide use.

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